Author Index to Volume 83 (January–December 2008)

A

Adler, Shelley R., 781
Agabian, Nina, 173
Albanese, Mark, 1132
Alexander, Erik K., 906
Alexander, Miriam, 298
Allan, G. Michael, 581
Allan, Terrence M., 327
Allbee, Krista, S21
Allen, Rebekah, 352
Alper, Eric J., S63
Altose, Murray D., 327
Altshuler, Lisa, 1088
Amann, Ted, 14
Anandaraja, Natasha, 924
Anderson, Emily E., 596
Anderson, Garland D., S49
Anderson, Marian, 1064
Anderson, M. Brownell, S53
Arenson, Christine A., S93
Armstrong, Raúl A., 13
Arndt, Jane E., 1030
Arnold, Louise, S5
Aron, David C., 327, 611
Art, Bruno, 675
Ashar, Bimal H., 274
Astin, John A., 20

B

Babich, Lauren P., 143
Bachofer, Sally, 352
Baggett, Rebecca L., 128
Baker, Elizabeth A., 876
Baker, G. Ross, S89
Ballard, April, 165
Balser, Jeffrey R., 827, 969
Banchoff, Ann W., 338
Barber, Laurie, 244
Barbour, Galen L., 962
Bard, Marc A., 226
Barnett, Daniel J., 298
Barr, Donald A., 503
Barrett, Douglas J., 804
Barron, A. Marie, 941
Baruchin, Andrea, 827
Bass, Eric B., 274
Bassett, Mary T., 982
Batalden, Paul B., 390
Baumann, Linda, 148
Beck, Ellen, 1094
Bell, Sigall K., 467
Bendapudi, Neeli, 845
Bennett, Anita, 535
Benson, Bradley J., 761
Berg, Dale, S37
Berg, Katherine, S37
Berg, Robert, 837
Berger, Jeffrey T., 100
Betancourt, Joseph R., 1071
Bicknell, William J., 143
Biddinger, Paul, 332
Bitalabeho, Akiiki, 1204
Black, Deborah A., 787
Black, MaryAnn, 408
Blasco, Pablo González, 684
Boehm, Frank H., 534
Boissevain, Jane R., 165
Bonaminio, Giulia A., S101
Boomer, Craig J., 1140
Borden, Cecilia, S93
Borduas, Francine, 934
Bosk, Charles L., 498
Bost, James E., S63
Boudreau, J. Donald, 744
Boulet, John R., S33, 1125
Boult, Chad, 627
Boult, Lisa B., 627
Bousquet, Gilles, 148
Boutin-Foster, Carla, 106
Bowen, Judith, 14
Bowers, Lori, 768
Boyle, Patrick, 787
Braddock, Clarence H., III, 338
Bradley, Elizabeth B., 900
Brazeau, Chantal, 1121
Brewer, Timothy F., 185, 192
Briggs, Michael S., 941
Brigham, Kenneth L., 706
Brignano, Mary Germann, 816
Brosenitsch, Teresa, 662
Broussard, Alexis, 1179
Brown, Abigail M., 969
Brown, Lori DiPrete, 148
Brown, Nancy J., 969
Brown, Richard F., 37
Bub, Barry, 660
Bucak, S. Deniz, S82
Buckley, Edward G., 122
Budd, Michael, 45
Burgener, Alan J., 568
Buzaalirwa, Lydia E., 1204
Bylund, Carma L., 37
Byrne, Daniel W., 969
Byrne, John M., 611

C

Cadge, Wendy, 1146
Cadigan, Rebecca, 332
Caldwell, Leah, 531
Califf, Robert, 408
Campbell, Jean, 596
Campos-Outcalt, Douglas, 705
Canavan, Colleen, S9
Cannon, Grant W., 611
Cardall, Scott, 1174
Carraccio, Carol L., 761
Carroll, Matthew, 327
Carver, Raymond, 420
Casey, Patrick J., 122
Catlin, Elizabeth Ann, 1146
Cawley, James F., 1049
Chamberlain, Lisa J., 338
Champagne, Mary, 408
Chang, Barbara K., 611
Chark, Davin, 1179
Charles, H. McKown, Jr., 265
Chen, Donna T., 723
Chen, Qingxia, 1179
Cheng, Jason E., 5
Cheng, Tina L., 1103
Christmas, Colleen, 627
Christopher, Robert P., 568
Chuang, Yu-Chuan, 488
Clardy, James, 244
Clarridge, Brian, 20
Clauser, Brian E., S9, S37, S41, S45, S58, S72
Cleary, Lynn, 800
Clementz, Laura M., 327
Cleveland, Elton, 244
Coates, Wendy C., 754
Coelho-Filho, João Macedo, 1210
Cohen, Elaine, S17
Cohen, Susan, 365
Coleman, David L., 882
Colenda, Christopher C., 512
Collins, Lauren, S93
Conaway, Mark R., 96
Connaughton-Storey, Joanne, 916
Connelly, Julia E., 588
Conway, James, 148
Cook, David A., 604, 1121
Cooper, Richard A., 1125
Cora-Bramble, Denice, 950
Corbett, Eugene C., Jr., 96, 900, S63
Correia, Shauna, 192
Coughlin, Christine M., 550
Cox, Susan M., 801
Craice de Benedetto, Maria Auxiliadora, 684
Crall, James, 1039
Cress, Anne E., 207, 837
Crites, Gerald E., 52
Crone, Robert K., 117, 541
Crooks, Kimberly, 754
Cross, Jennette, 352
Cruess, David F., 962
Cuddy, Monica M., S58
Cuffe, Michael, 408
Culpepper, Larry, 143
Cunningham, Margaret, 787
Curlin, Farr A., 1118
Curry, Raymond H., 568
Curry, William J., S25

D

Daniels, Dennis E., 512
Dannels, Sharon A., 488
Danoff, Sandra N., 816
DaRosa, Debra, S68
Davidson, Laurie W., 604
Davies, Stephen M., 535
Davis, Ardis K., 1021
DeArman, Maria, 352
Debas, Haile T., 173
De Maeseneer, Jan, 675
Dent, Georgette, 371
De Roo, Leen, 675
Derstine, Pamela L., 761
Detre, Thomas P., 816
De Vries, Raymond G., 516, 1121
DeWitt, Thomas G., 1021, 1103
Diamond, James J., 235
Dick, Ronald, 292
Dietz, Deidre, 352
Diggle, Emma, 1204
Dillingham, Rebecca, 165
Dillon, Gerard F., S37
Dittus, Robert S., 996
Donahue, Elizabeth J., 1071
Donovan, Denise, 414
Dooley, Sharon L., 568
Dorman, Todd, 274
D'Ottavio, Alberto Enrique, 1121
Downing, Moher, 1204

Downing, Steven, 775, S13
Dow-Velarde, Lily, 352
DuBois, James M., 596
Dueker, Jeffrey M., 596
Duffy, F. Daniel, 893
Dunagan, W. Claiborne, 250
Dunnington, Gary L., S68
Durning, Steven J., 432, 590, 876
Durso, Samuel C., 627
Dyrbye, Liselotte N., 590, 604, 1121
Dysinger, Wayne, 390
Dzau, Victor J., 122, 408

E

Eaglen, Robert H., 1121
Earl, David, 516
Easterday, B. C., 148
Ebert, James R., 52
Ecklund, Elaine Howard, 1146
Edwards, Fred H., 574
Eiser, Arnold R., 916
Elks, Martha L., 683
Elnicki, D. Michael, 96, S63, S101
Emanuel, Ezekiel, 529
Epstein, Andrew L., 226
Etherington, Carol, 154

F

Fagan, Mark J., S63
Fantone, Joseph C., 976
Farner, David M., 816
Farquhar, Lynda, 632
Farrell, Margaret, S9
Fazio, Sara B., 467
Feder, Martin E., 85
Fein, Oliver T., 996
Ferdinands, Luke, 934
Fields, Sylvia K., S93
Finkelstein, Jonathan A., 332
Fins, Joseph J., 996
Fiser, Debra H., 419
Fisher, Joslyn W., 73
Flowers, Loma, 781
Fornari, Alice, 378
Forys, Kelly, 20
Foster, Jordan C., 106
Foster, Tina, 390
Frank, Blye, 934
Frank, Scott, 327
Fraser, Bruce, 257
Fraser, Victoria J., 250
Frellsen, Sandra L., 876
Fried, Linda P., 627
Frieden, Thomas R., 982
Frye, Ann W., S49
Fusar-Poli, Paolo, 742

G

Gabbe, Steven G., 476, 969
Gage, Elizabeth A., 1146
Gallagher, Thomas H., 250
Gannon, William L., 941
Garbutt, Jane, 250
Garcia, Jorge A., 646
Garr, David R., 321
Garrison, Gwen, 1125
Gavin, Emily, S93
Genuardi, Frank J., 574
Gesundheit, Neil, 338
Gianakos, Dean, 421
Gibson, Kathryn A., 787
Gilbreath, Stuart, 1094
Gillespie, Colleen C., 1064
Gilliss, Catherine, 408
Gimbel, Ronald W., 962
Gingrich, Dennis L., S25
Glasser, Michael, 952
Glassman, Paul, 1039
Gleason, Katharine A., 488
Glicken, Anita Duhl, 1107
Godley, Melissa, 574
Goldberg, Judah L., 715
Golden, Robert N., 1153
Goldszmidt, Mark A., S97
Gonzalez, Maria Elena, 503
Gordon, James A., 521
Goroll, Allan H., 1021
Gorski, Victoria, 378
Gotto, Antonio M., Jr., 996
Gove, Sandy, 1204
Graffam, Ben, 768
Green, Alexander R., 1071
Greer, Joseph A., 1071
Gregg, Jessica, 14
Grimm, Michael C., 787
Gross, Jeffrey P., 516, 1121
Gruppen, Larry, 1132
Guerrant, Richard L., 165
Guiton, Gretchen, 754
Gunderman, Richard B., 1158
Gutierrez, Tamara L., 28

H

Haan, Constance K., 574
Haburchak, David R., 1140
Haftel, Hilary M., 1191
Hahn, Sigrid, 924
Hall, Pippa, 934, S76
Halvorsen, John G., 425
Handfield-Jones, Richard, 934
Haq, Cynthia, 148
Harding, Kelli, S113
Hardwick, David F., 934
Harik, Polina, S41, S45
Harrell, Frank E., Jr., 476
Harris, Ilene, 452
Harris, Russell, 371
Hauge, Linnea S., S68
Heald, Evan B., 900
Hedgecock, Joan, 1057
Heestand, Diane, 691
Heifetz, Ruth, 1094
Hemmer, Paul A., 432
Hennig, Nils, 924
Henry, Stephen G., 996
Hester, R. Kelly, 512
Heudebert, Gustavo R., 910
Hindle, Hugh, 581
Ho, Evelyn T., 338
Ho, Kendall, 934
Ho, Ming-Jung, 1111
Holland, Gloria J., 611
Holtzman, Kathleen Z., S21, S82
Homa, Karen, 390
Hooper, Tomoko I., 962
Horwitz, Ralph I., 327
Hough, Aubrey J., 76
Huang, Grace C., 550
Huber, George A., 816
Huddle, Thomas S., 910
Hudson, William A., 28
Humphrey, Holly J., 897
Hunsaker, Matthew, 952

I

Ibrahim, Tod, 432
Izadnegahdar, Rasa, 192

J

Jack, Brian W., 143
Jacobsohn, Vanessa, 352
Jagosh, Justin, 744
Janaudis, Marco Aurélio, 684
Jarvis-Selinger, Sandra, 934
Jerpbak, Christine, 1121
Jia, Yujiang, 154
Johns, Michael M. E., 59, 706
Johnson, David A., 305
Johnson, Ian, 414
Johnson, Kevin, 1179
Johnson, Lisa M., 390
Johnson, Tricia, 670
Joiner, Keith A., 207, 837
Jolly, Paul, 1125

K

Kachur, Elizabeth, 1064, 1088
Kaczynski, James A., 826
Kahn, Cynthia, 1121
Kahn, Norman B., Jr., 1021
Kahraman, Nilufer, S72
Kalet, Adina L., 1064
Kamei, Robert K., 122
Kamin, Carol, 691
Kanter, Steven L., 1, 115, 205, 423, 527, 623, 662, 703, 891, 1117, 1121, 1158
Kashner, T. Michael, 611
Kastor, John A., 996
Kaufman, Arthur, 352
Keene, Karen N., 768
Keirns, Carla C., 498
Keitz, Sheri A., 611
Kelly, Jane, 165
Kemper, Kathi J., 1187
Kennedy, Tara J. T., S89
Kenyon, Cynthia F., S97
Kerkering, Kathryn Waldrop, 345
Keyser, Donna J., 217
Kheck, Nancy, 438
Khedkar, Sheetal, 154
Khera, Amit V., 1170
Kind, Terry, 1165
King, Gerald, 670
King, Nicholas B., 327
Kinsinger, Linda S., 371
Kirch, Darrell G., 483
Kittelsen, Theodor, 74
Kittler, Anne, 192
Kling, Pamela J., 567
Knutson, Douglas J., 28
Kodner, Charles, 996
Kogan, Jennifer R., S29
Konopasek, Lyuba, 106
Koo, Denise, 399
Koplan, Jeffrey P., 128
Korin, Eliana, 378
Korownyk, Christina, 581

Kraus, Connie, 148
Krauss, Melissa J., 250
Krinshpun, Shifra, 1088
Krishnan, Ranga K., 122
Krugman, Richard D., 855
Krupat, Edward, 467, 1174
Kuczewski, Mark G., 639
Kumagai, Arno K., 653, 976
Kung, Lina, 581
Kuo, Scott, 540

L

Lakoski, Joan M., 217
Laponis, Ryan, 1064
Lara-Cinisomo, Sandraluz, 217
Larson, Eric B., 250
Larson, Richard S., 941
Latta, Linda C., 292
Lauscher, Helen Novak, 934
Leapman, Stephen B., S101
Lee, Bruce Y., 989
Leff, Bruce, 627
Lehn, Andrew, 1172
Leong, Shou Ling, S25
Lesnick, Timothy, 775
Levin, Steven A., 59, 541
Levine, Arthur S., 662, 816
Levinson, Wendy, 250
Levitan, Thomas, 1125
Levites, Marcelo Rozenfeld, 684
Lewis, Peter R., S25
Libecap, Ann, 207, 837
Lieberman, Steven A., S49
Limbird, Lee E., 969
Ling, Yu, S82
Lingard, Lorelei, S76, S89, S97
Links, Jonathan M., 298
Lipkin, Mack, 1064
Lira, Pedro, 200
Lockyer, Jocelyn, 934
Lorntz, Breyette, 165
Luke, Haida, 733
Lyman, Jason A., 1080
Lyn, Michelle, 408

M

Macdonald, Mary-Ellen, 744
MacDowell, Martin, 952
Macfarlane, Sarah B., 173
MacLeod, Anna, 934
Madara, James L., 85
Maddocks, Heather L., S97
Madini, Lorenzo, 742
Maeshiro, Rika, 319
Magaziner, Jeffrey L., 274
Magrane, Diane, 483
Mahoney, Megan R., 781
Makoul, Gregory, S17
Malan, Philip, 837
Mamede, Silvia, 1210
Manca, Donna, 581
Margo, Katherine, 1121
Margolis, Melissa J., S9, S41, S72
Marinopoulos, Spyridon S., 274
Markham, Fred W., 235
Martin, Nancy C., 560
Masnick, Jeffrey L., 816
Matte, Thomas D., 982
Matthews, Mary, 207
Maudsley, Robert F., 309
Maughan, Karen L., 900
Maupin, John E., 999
May, Natalie B., 1080
Mazor, Kathleen M., S9
McBride, Allison, 1187
McDade, Sharon A., 488
McDonald, Margaret C., 816
McElvany, Matthew, 1196
McEntyre, Marilyn C., 874
McGaghie, William C., S17
McGowan, William, 809
McKinley, Danette W., S53
McKown, Charles H., Jr., 265
McLaughlin, Jean M., 488
McMahon, Graham T., 332
McNeil, H. Patrick, 787
McOwen, Katherine S., S29
Mechaber, Alex J., S63
Mee, Janet, S41
Mejicano, George, 1132
Merritt, Michael G., Jr., 541, 1121
Merson, Michael H., 122
Meurer, Mark, 952
Michael, Yvonne, 14
Michaelsen, Veronica E., 900
Michener, J. Lloyd, 408
Miksanek, Tony, 1112
Miller, Nancy, 982
Miller, Redonda G., 274
Mills, Ann E., 723
Mitchell, Bradford C., 1140
Mommaerts, Corina D., 516
Moore, Donald E., 476
Morahan, Page S., 488
Moran, Patrick, 352
Moreto, Graziela, 684
Morris, Jon B., 284, S1
Morrison, Gail, 284, S1
Morrow, Jason D., 969
Moses, Anna, 691
Mullan, Fitzhugh, 1002
Murayama, Kenric, S68
Murphy, Ramon, 924
Murray, Carolyn, 390
Murray-Garcia, Jann L., 646

N

Nadkarni, Mohan M., 1080
Nagle, Alexander, S68
Natt, Neena, 775
Newton, Bruce W., 244
Newton, Warren, 1030
Ng, Man Wai, 1039
Nixon, L. James, 761
Nixon, Lois LaCivita, 496
Nolte, Kurt B., 941
Norcini, John J., S53, S101
Novick, Lloyd F., 345
Novotny, Thomas E., 173
Nugent, Olan, 76

O

O'Brien, Bridget, 444
Odom, Kara L., 781
Ogden, Paul E., S68
O'Grady, Elizabeth, 284, S1
O'Hair, Kevin C., 941
Ohata, Brent, 192
Olsen, Christopher W., 148
Oriol, Nancy E., 521
Orlander, Jay D., 257
Ornt, Daniel B., 327
Osburn, Nathan, 809
O'Sullivan, Patricia, 244, 691
Ozolins, Ieva, 733
Ozuah, Philip, 378

P

Pangaro, Louis, 802, S115
Papp, Klara K., 590, 876
Parboosingh, Jean, 414
Park, Elyse R., 1071
Parker, Cindy L., 298
Parker, Malcolm, 733
Parrish, Alan R., 512
Parry, Carol, 292
Pascoe, John M., 1021
Patel, Rita M., S101
Payne, Nancy J., 900
Pearson, Thomas A., 357
Penaforte, Júlio César, 1210
Penn, Mark A., 1121
Perlman, Rachel L., 976
Peters, Antoinette, 332
Peterson, Raymond, 733
Phillips, Susan E., 861
Pincus, Harold Alan, 217
Pinheiro, Thais Raquel, 684
Pisano, Etta D., 1121
Pizzo, Philip A., 867
Plews-Ogan, Margaret, 1080
Pointer, Judy, 941
Pomeroy, Claire, 809
Poncelet, Ann, 444
Poole, Betty, 574
Popescu, Mihaela, S13
Post, Douglas M., 28
Pott, Leonard M., 1121
Powell, Ralph, Jr., 476
Prokopowicz, Gregory P., 274

Q

Qayyum, Rehan, 274
Quaintance, Jennifer L., S5
Quinn, Thomas C., 134

R

Rabek, Jeffrey P., S49
Rabinowitz, Howard K., 235
Railey, Chris J., 541
Ramani, Subha, 257
Ramineni, Chaitanya, S45
Ratanawongsa, Neda, 274
Rattner, Susan L., 199, S93
Rebbecchi, Thomas, S41
Rechner, John, 670
Reece, E. Albert, 76
Reeves, Rustin E., 45
Regan-Smith, Martha, 390
Regehr, Glenn, S89
Reis, Diane C., S111
Retchin, Sheldon M., 929
Reynolds, P. Preston, 993, 1004, 1015, 1021
Rice, Ann, 809
Rich, Eugene C., 483, 1002, 1021
Richman, Rosalyn C., 488
Riegelman, Richard K., 321
Rikers, Remy M. J. P., 1210

Riley, Wayne J., 999
Ripp, Jonathan, 924
Roberts, David H., 467
Robitaille, Marie-Anik, 934
Rockney, Randy, 753
Rogers, David A., S68
Rogers, John C., S86
Romoff, Jeffrey A., 816
Ronald, Allan, 180
Roncoletta, Adriana Fernanda Tamassia, 684
Rosenbloom, S. Trent, 1179
Rosenfield, Allan, 365
Ross, Paula T., 976, 1191
Roth, Loren H., 816
Rouleau, Michel, 934
Rubenstein, Arthur H., 861
Rucci, Anthony, 845
Ruis, A. R., 1153
Rutherford, George W., 173

S

Saba, Nicole, 185, 192
Sahasrabuddhe, Vikrant V., 154
Salas, Sofia P., 201
Salerno, Judith A., 532
Sande, Merle, 180
Sanfilippo, Fred, 845
Santilli, Steven Michael, 66
Sari, Firuzan, 28
Saxton, Jonathan W. F., 59
Schectman, Joel M., 1080
Scheld, W. Michael, 165
Schiffer, Randolph, 452
Schlesinger, Leonard, 845
Schmidt, Henk G., 1210
Schor, Kenneth, 962
Schorling, John B., 1080
Schryer, Catherine F.
Schultz, Dana J., 217
Schulz, Valerie, S97
Schwartzstein, Richard M., 467, 550
Schweitzer, Laura, 560
Sebastian, James L., S63
Seifan, Alon, 438
Selwyn, Peter A., 378
Sessler, Daniel I., 560
Seung, Kwonjune J., 1204
Shah, Mitul, 670
Shah, Mona Bhatt, 1204
Shankar, P. Ravi, 267
Shannon, Stephen C., 1060
Shavelson, Richard J., 1196
Shay, Jane M., S29, 1196
Shea, Judy A., 284, S1
Shea, Sandra L., 520
Sheedlo, Harold J., 45
Shemer, Joshua, 438
Sherman, Heather, S68
Sherwood, Roger A., 1021
Shuster, Richard J., 52
Sierpina, Victor S., 20
Simon, Steven R., 332
Sinclair, Doug, 934
Singh, Indu, S97
Slavin, Stuart J., 754
Slee, Roger, 744
Slingsby, Brian Taylor, 273
Smith, Charles W., 76
Smith, David Gary, 268, 996
Snyderman, Ralph, 707
Sokol, Daniel K., 1162, 1166
Solotaroff, Rachel, 14
Soo, Khee Chee, 122
Sorensen, Andrew A., 832
Souza, Angie, 207
Souza, Kevin H., 691
Spencer, Abby L., 662
Spickard, W. Anderson, Jr., 476
Spiegel, Allen, 524
Springer, Carolyn M., 982
Srinivasan, Malathi, 1196
St. Germain, Patricia, 837
Steinbeck, John, 266
Steinert, Yvonne, 744
Stellman, Jeanne Mager, 365
Sternberg, Robert J., S105
Stewart, Christopher C., 173
Stewart, Douglas M., 941
Steyer, Terrence E., 1057
Stone, Linda C., 28
Strelnick, A. H., 378
Strickland, Rosalind, 1087
Sullivan, Deborah, 1088
Sutkin, Gary, 452
Swanson, David B., S21, S45, S58, S82
Sweet, Kimberly, 952
Swiderski, Debbie, 378
Swingle, Emma Layton, 1168
Swygert, Kimberly, S41

T

Tamura, Glen S., 292
Tan, Amy, 581
Tannert Niang, Kathryn M., 982
ter Kuile, Sonia, 192
Thacker, Stephen B., 399
Thomas, Lauree, S49
Thomas, Matthew R., 590
Thomas, Patricia A., 274
Thompson, Britta M., S86
Thompson, George S., S5
Thompson-Shaheen, Karen, 327
Tolleson-Rinehart, Sue, 371
Tomolo, Anne, 611
Torre, Dario M., S63
Townsend, Janet M., 378
Tumwebaze, Benon, 1204
Turner, Jane L., 632

U

Uddin, Sayeedha Ghori, 298
Ulrich, Michael, 1174

V

Vaillancourt, Samuel, 192
van Zanten, Marta, S33
Varkey, Prathibha, 775
Varpio, Lara, S76
Veloski, J. Jon, S37, S93
Veloski, Judith A., S37
Vergara, Alfredo, 154
Vermund, Sten H., 154
Viera, Anthony J., 371
Vishwanatha, Jamboor K., 45
Voss, John D., 1080

W

Wagner, Barbara R., 284, S1
Wagner, Elizabeth, 452
Wanat, Stanley F., 503
Wang, N. Ewen, 338
Wang, Xin-Qun, 900
Warburton, Samuel, 408
Wartman, Steven A., 797
Waterman, Amy D., 250
Watling, Christopher J., S97
Wayne, Diane B., S17
Wear, Delese, 625, 639
Webb, Lynne E., 476
Weiner, Saul J, 873
Weissman, Joel S., 1071
Werhane, Patricia H., 723
West, Daniel C., 1196
Wheeler, Richard P., 76
White, Andrew A., 250
White, Casey B., 976, 1191
Wicker, Annie B., 611
Wilkerson, LuAnn, 754
Wilkinson, D., 733
Willems, Sara, 675
Williams, Joy C., 5
Williams, Keith N., 257
Williams, R. Sanders, 122, 408, 1121
Williams, Reed G., S68
Williams, Shirley R., S53
Williams, Valerie L., 217
Wilson, Elisabeth, 781
Wilson, Lisa M., 274
Wilson, M. Roy, 855
Wilson, Modena E. H., 1021
Wilson-Delfosse, Amy, 327
Wingard, Deborah L., 1094
Winter, Charles, 76
Winward, Marci, S37
Wolf, Andrew M. D., 1080
Wolpaw, Daniel, 327
Wolpaw, Terry, 327
Woods, Charles, 1187
Wormsley, Steven, 207, 837
Wortman, Jeremy R., 235
Wu, Edward H., S63

Y

Yaggy, Susan, 408
Yamagata, Hisashi, 488
Yoediono, Ziggy, 707
Yorio, Thomas, 45
Yudkowsky, Rachel, 775, S13

Z

Zabar, Sondra R., 1064
Zaner, Richard M., 996
Zellers, Darlene F., 217
Zenni, Elisa A., 574
Zhang, Jianzhen, 733
Zibrowski, Elaine M., S97
Zollfrank, Angelika Annette, 1146
Zúñiga, María Luisa, 1094

Subject Index to Volume 83 (January–December 2008)

January, pages 1–113; February, pages 115–203; March 205–317; April 319–421; May 423–526; June 527–622; July 623–701; August 703–795; September 797–889; October 891–991; October supplement S1–S116; November 993–1116; December 1117–1218.

A

Academia–community relationships
community-based social medicine curriculum, 14
interdisciplinary community diagnosis experience in undergraduate medical curriculum at Ghent University, 675
Academia–industry relationships, establishing policies for, 882
Academic Alliance for AIDS Care and Prevention in Africa, 180
Academic clinical partnerships, economic and social effects of, 535
Academic health centers. *See also* Hospitals; Institutional issues; Medical schools; Residency training; *specific medical schools*
changing relationships with their universities: University of Pennsylvania, 861
collaborative governance of multiinstitutional graduate medical education at McGaw Medical Center of Northwestern University, 568
comprehensive strategic plan for medical education at, 550
development of integrated clinical programs (viewpoint), 59
does consistent application of criteria for faculty promotion lead to fair decisions? (editorial), 891
Duke's experience with community engagement, 408
evolving organizational structure: University of Florida, 804
hospital health policy education at University of New Mexico, 352
involvement abroad of U.S. teaching hospitals and, 541
involvement of academic health centers abroad (letter), 1123
leadership and teamwork drive culture and performance change at Ohio State University Medical Center, 845
linking academic and clinical missions: UC Davis, 809
path forward for University of Colorado Denver, 855
Performance-Based Incentive Compensation for faculty, 76
policies for relationship between industry and clinicians, 882
relationship between University of Pittsburgh School of Medicine and University of Pittsburgh Medical Center, 816
science at the interstices: an evolution in the academy, 827
selecting physician leaders for clinical service lines, 226
space management model for facilitating programmatic research, 207
Stanford University School of Medicine and its teaching hospitals, 867
supporting academic mission in era of constrained resources at University of Arizona College of Medicine, 837
toward a *Virtuous Cycle:* the changing face of academic health centers (editorial), 797
transformation of research in health professions at University of South Carolina, 832
Academic medicine
impact of Executive Leadership in Academic Medicine program for women, 488
legacy of Title VII in academic family medicine, 1030
minority faculty voices on diversity in, 781
prospective health care and role of, 707
what is academic medicine? (editorial), 205
Academic Medicine
acknowledgment of 2007 reviewers, 3
a "grand challenge" from the new Editor (editorial), 1
new features, v (Apr.)
thank you! (editorial), 1117
Administration
burnout in medical school deans, 476
qualities of medical school deans, 483
Albert Einstein College of Medicine, cover note, 524
American Medical Student Association, contributions to advancing primary care, 1057
AM Last Page
understanding Title VII (Nov.)
applicant pathways to a U.S. physician career (Dec.)
Applicants to medical schools
assessing students for medical school admission, October Suppl S105
assuring integrity of admission decisions (editorial), 623
Post-Baccalaureate Premedical Certification Program at the University of North Texas Health Science Center, 45
three pathways to physician career, 1125
Argentina, family medicine education in (letter), 1124
Arnold P. Gold Foundation Humanism in Medicine Essays, 1168, 1170, 1172
Assessment
changes in learning environment and subsequent Step 1 scores of academically at-risk students, October Suppl S49
collecting validity evidence for assessment of professionalism, October Suppl S9
comparison of alternative item weighting strategies on data gathering component of clinical skills performance assessment, October Suppl S72
concept mapping in assessment of knowledge structure, 1196
contrast effects in USMLE Step 2 CS, October Suppl S45
cross-sectional assessment of medical and nursing students' attitudes toward chronic illness at matriculation and graduation, October Suppl S93
enhancing evaluation in an undergraduate medical education program, 787
evaluating Title VII investments in primary care training (commentary), 1002
evaluation of tobacco cessation training program for third-year medical students, October Suppl S25
"forward feeding" about medical students' progress (point–counterpoint)
the case for longitudinal, progressive, and shared assessment, 800
information on struggling students should not be shared among clerkship directors or with students' current teachers, 801
more information will enable better policy, 802
generalizability of documentation scores from USMLE Step 2 CS, October Suppl S41
genetics objective structured clinical exams at the Maimonides Infants & Children's Hospital, 1088

instrument to measure climate of professionalism in clinical teaching environment, October Suppl S5
integrated program of teaching, developing, and assessing professionalism among, 733
measurement by senior summative OSCEs of advanced knowledge, skills, and attitudes, 1191
measurement characteristics of content-parallel single-best-answer and extended-matching questions in relation to number and source of options, October Suppl S21
Medical Student Performance Evaluations in 2005, 284
multilevel analysis of examinee gender and USMLE Step 1 performance, October Suppl S58
point-of-care assessment of medical trainee competence for independent clinical work, October Suppl S89
relationship between performance on a medical school's clinical skills assessment and USMLE Step 2 CS, October Suppl S37
residents'' perceptions of in-training evaluation process, October Suppl S97
self-assessment as measure of learning, October Suppl S86
setting standards for performance tests, October Suppl S13
sharpening the eye of the OSCE with critical action analysis, 900
significance of elapsed time between teaching and evaluation, October Suppl S29
validity and reliability of methods for evaluation of continuing medical education, 274
validity evidence for OSCE to assess competency in Systems-Based Practice and Practice-Based Learning and improvement, 775

Attitudes and perceptions of students/residents
about disclosure of medical errors to patients, 250
about integration of biopsychosocial model, 20
about live lecture *vs.* video-recorded lecture, 1174
cross-sectional assessment of medical and nursing students' attitudes toward chronic illness at matriculation and graduation, October Suppl S93
measurement by senior summative OSCEs of advanced knowledge, skills, and attitudes, 1191
medical students' perceptions of the poor (perspective), 639
procedural and interpretive skills of fourth-year students, October Suppl S63
residents'' perceptions of in-training evaluation process, October Suppl S97

B

Basic science education
retention of basic medical science information by senior medical students, October Suppl S82
teaching senior medical students how to integrate basic science and clinical medicine, 662

Behavioral science education, at Ohio State University College of Medicine, 28

Bioethics
Aristotle's genome and the future of bioethics (editorial), 527
ethical issues and global health (letter), 997
NIH and (commentary), 529
NIH-funded research ethics training program, 596
policies for relationship between industry and clinicians, 882
restoring trust through bioethics education? (commentary), 532

Biopsychosocial model, integration of, 20

Boston University School of Medicine
connection with Lesotho, 142
improving bedside teaching, 257

Brazil, family medicine education in, 684

Burnout, in medical school deans, 476

C

Canada
assessment of international medical graduates and their integration into family practice, 309
global health in medical education, 192
global health programs at McGill University Faculty of Medicine, 185
integrated evidence-based medicine curriculum for family medicine residency at the University of Alberta, 581
interprofessional education: strategic roles of the academy, 934
organizational models of educational technology in U.S. and Canadian medical schools, 691
teaching public health to medical students in, 414

Case Western Reserve University School of Medicine, population medicine in curricular revision at, 327

Centers for Disease Control and Prevention (CDC), perspective on physician education, 399

Chronic illness
chronic care for older persons (perspective), 627
cross-sectional assessment of medical and nursing students' attitudes toward chronic illness at matriculation and graduation, October Suppl S93

Clerkships
clinician educators' experiences with Institutional Review Boards, 590
enhancement strategy for integration of population health into medical school education, 345
"forward feeding" about medical students' progress (point–counterpoint)
the case for longitudinal, progressive, and shared assessment, 800
information on struggling students should not be shared among clerkship directors or with students' current teachers, 801
more information will enable better policy, 802
impact of increasing medical school class size on clinical clerkships, 433
measurement by senior summative OSCEs of advanced knowledge, skills, and attitudes, 1191
medical school policies regarding struggling students during internal medicine clerkships, 876
professionalism in clerkships: analysis of MSPE commentary, October Suppl S1
required fourth-year clerkship in community health at University of Rochester, 357
successful response to fragmentation of third-year medical student clerkship experience, 467
transition courses to prepare medical students for, 444
when students should learn essential physical examination skills, 96

Clinical care
developing integrated clinical programs (viewpoint), 59
point-of-care assessment of medical trainee competence for independent clinical work, October Suppl S89
teaching senior medical students how to integrate basic science and clinical medicine, 662

Clinical quality indicators, 574

Clinical service lines, selecting physician leaders for, 226

Clinical settings

instrument to measure climate of professionalism in clinical teaching environment, October Suppl S5
unintended consequences of training residents in dysfunctional outpatient settings (perspective), 498

Clinical skills
comparison of alternative item weighting strategies on data gathering component of clinical skills performance assessment, October Suppl S72
contrast effects in USMLE Step 2 CS, October Suppl S45
generalizability of documentation scores from USMLE Step 2 CS, October Suppl S41
impact of structured skills laboratory curriculum on surgery residents' intraoperative decision-making and technical skills, October Suppl S68
improving bedside teaching, 257
measurement by senior summative OSCEs of advanced knowledge, skills, and attitudes, 1191
moving students beyond an organ-based approach when teaching medical interviewing and physical examination skills (perspective), 906
procedural and interpretive skills of fourth-year medical students, October Suppl S63
relationship between performance on a medical school's clinical skills assessment and USMLE Step 2 CS, October Suppl S37
sharpening the eye of the OSCE with critical action analysis, 900
subspecialty clinical learning in early medical education (perspective), 438
transition courses to prepare medical students for clerkships, 444
translating Dreyfus developmental model to learning of, 761
when students should learn essential physical examination skills, 96

Collaborative care, conceptual framework for interprofessional and co-managed care, 929

Columbia University, one-year masters of public health program for medical students, 365

Commentaries
a case for studying the relationship between religion and the practice of medicine, 1118
evaluating Title VII investments in primary care training, 1002
funding diversity programs of the Title VII health professions training grants, 999
NIH and bioethics, 529
Osler in a brave new world, 897
on outcomes and humility, 625
restoring trust through bioethics education?, 532
training internists for practice focused on meeting patient needs, 893

Communication
communication skills training, 37
impact of judge selection on standard setting for patient survey of physician communication skills, October Suppl S17
interprofessional communication and medical error, October Suppl S76

Competency. *See also* Cultural competency
competency-based medical education (perspective), 1132
on outcomes and humility (commentary), 625
point-of-care assessment of medical trainee competence for independent clinical work, October Suppl S89
validity evidence for OSCE to assess competency in systems-based practice and practice-based learning and improvement, 775

Concept mapping, in assessment of knowledge structure, 1196

Continuing medical education
impact of marketing different course titles on enrollment for online classes, 1187
validity and reliability of methods for evaluation of, 274

Corrections, 264, 487, 1048, 1169

Cover art
Albert Einstein College of Medicine (May)
Anatomy 101 (Oct.)
BST3 Fisher (Sept.)
College of Medicine at the University of Arkansas for Medical Sciences (Apr.)
Incomplete (Nov.)
Jefferson Medical College (Feb.)
Marshall University Joan C. Edwards School of Medicine (Mar.)
Molten Humility (July)
Ponce School of Medicine, Puerto Rico (Jan.)
Sarcoma Ceiling (Dec.)
SUNY Upstate Medical University (June)
TIMI's Last Walk (Aug.)

Cover notes *Note:* after July, cover notes became Teaching and Learning Moments
Albert Einstein College of Medicine, 524
College of Medicine at the University of Arkansas for Medical Sciences, 419
Jefferson Medical College, 199
Marshall University Joan C. Edwards School of Medicine, 265
Ponce School of Medicine, Puerto Rico, 13
SUNY Upstate Medical University, 531

Cultural competency
cultural competency and Title VII funded residency programs, 1071
funding diversity programs of the Title VII health professions training grants (commentary), 999
influence of physicians' demographic characteristics and their patients' demographic characteristics on physician practice, 101
institutional context of multicultural education, 646
professional culture of medicine as framework for teaching of, 106

Curriculum
behavioral science education at Ohio State University College of Medicine, 28
communication skills training, 37
community-based social medicine curriculum, 14
comprehensive medical education program response to rural primary care needs, 952
conceptual framework for use of illness narratives in medical education, 653
Dartmouth–Hitchcock Leadership Preventive Medicine residency program for population health care improvement, 390
enhancement strategy for integration of population health into medical school education, 345
evaluation of tobacco cessation training program for third-year medical students, October Suppl S25
evidence-based public health education as preparation for medical school, 321
five-year program in leadership for medical undergraduates, 52 (correction, 264)
fourth-year colleges improve access to career mentoring and satisfaction, 754
"How to Fix the Premedical Curriculum" revisited (perspective), 1158
impact of structured skills laboratory curriculum on surgery residents' intraoperative decision-making and technical skills, October Suppl S68
implications of patients' perspectives on physicians' roles for, 744
institutional context of multicultural education, 646

integrated evidence-based medicine curriculum for family medicine residency at the University of Alberta, 581
integrating collaborative population health projects into medical student curriculum at Stanford, 338
interdisciplinary community diagnosis experience in undergraduate medical curriculum at Ghent University, 675
medical school programs to increase rural physician supply, 235
moving students beyond an organ-based approach when teaching medical interviewing and physical examination skills (perspective), 906
multidisciplinary global health residency track at Mount Sinai School of Medicine, 924
population medicine in curricular revision at Case Western Reserve, 327
Poverty in Healthcare curriculum for medical students at University of Michigan Medical School, 5
preparing medical students to care for populations who are publicly insured, 632
residency training in emergency preparedness, 298
should we amputate medical history? (perspective), 1162
successful response to fragmentation of third-year medical student clerkship experience, 467
teaching population health as basic science at Harvard Medical School, 332
teaching safety and quality in residency training, 1080
teaching senior medical students how to integrate basic science and clinical medicine, 662
transition courses to prepare medical students for clerkships, 444

D

Dartmouth–Hitchcock Medical Center, Leadership Preventive Medicine residency program for population health care improvement, 390
Deans of medical schools
burnout in, 476
qualities of, 483
Dental education
evaluating Title VII investments in primary care training (commentary), 1002
funding diversity programs of Title VII health professions training grants (commentary), 999
impact of Title VII on general and pediatric dental education and training, 1039
legislative history of federal assistance for health professions training in primary care medicine and dentistry, 1004
Title VII and development and promotion of national initiatives in training primary care clinicians, 1021
Title VII innovations in American medical and dental education, 1015
why we need to restore primary care generalist training as centerpiece of federal policy (editorial), 993
Developing countries. *See* Global health initiatives
Diagnosis
interdisciplinary community diagnosis experience in undergraduate medical curriculum, 675
perceived difficulty of cases and diagnostic reasoning, 1210
Did You Know? (column), 51, 58, 105, 179, 184, 198, 283, 291, 308, 344, 356, 377, 451, 475, 502, 559, 573, 603, 631, 674, 690, 741, 760, 767, 836, 860, 887, 1038, 1079, 1093, 1157, 1186, 1216
Disaster management, residency training in emergency preparedness, 298
Diversity
addressing medical school diversity through an undergraduate partnership at Texas A&M Health Science Center, 512
factors associated with early decline in interest in premedical studies among underrepresented minority undergraduate students, 503
Dreyfus developmental model, translating to learning of clinical skills, 761
Duke University School of Medicine
experience with community engagement, 408
medical education partnership with National University of Singapore, 122

E

East Carolina University Brody School of Medicine, enhancement strategy for integration of population health into medical school education, 345
Editorials
Aristotle's genome and the future of bioethics (editorial), 527
assuring integrity of medical school admission decisions, 623
does consistent application of criteria for faculty promotion lead to fair decisions?, 891
a "grand challenge" from the new Editor, 1
importance of global health, 115
population health education for physicians, 319
thank you!, 1117
toward a sound philosophy of premedical education, 423
toward a *Virtuous Cycle:* the changing face of academic health centers, 797
toward better descriptions of innovations, 703
what is academic medicine?, 205
why we need to restore primary care generalist training as centerpiece of federal policy, 993
Educational strategies
behavioral science education at Ohio State University College of Medicine, 28
communication skills training, 37
community-based social medicine curriculum, 14
five-year program in leadership for medical undergraduates, 52 (correction, 264)
integration of biopsychosocial model, 20
Post-Baccalaureate Premedical Certification Program at the University of North Texas Health Science Center, 45
Poverty in Healthcare curriculum for medical students at University of Michigan Medical School, 5
Emergency preparedness, residency training in, 298
Emory Global Health Institute, 128
Empathy
conceptual framework for use of illness narratives in medical education, 653
hardening of the heart during medical school, 244
medical students' perceptions of the poor (perspective), 639
Epidemiology
evidence-based public health education as preparation for medical school, 321
integrating collaborative population health projects into medical student curriculum at Stanford, 338
population health education for physicians (editorial), 319
population medicine in curricular revision at Case Western Reserve, 327

teaching population health as basic science at Harvard Medical School, 332
Ethical issues. *See* Bioethics
Evidence-based medicine (EBM)
evidence-based public health education as preparation for medical school, 321
integrated evidence-based medicine curriculum for family medicine residency at the University of Alberta, 581
role of (letter), 996
successful integration of EBM and humanism in clinical encounter (viewpoint), 268

F

Faculty
addressing health needs of the underserved: national faculty development program, 1094
advancing institutional efforts to support research mentorship, 217
centralized oversight of physician–scientist faculty development at Vanderbilt, 969
clinician educators' experiences with Institutional Review Boards, 590
does consistent application of criteria for faculty promotion lead to fair decisions? (editorial), 891
evidence-based appointment and promotion at University of Chicago, 85
excellence in physician assistant training through faculty development, 1107
faculty performance evaluation in accredited U.S. public health graduate schools and programs, 962
"forward feeding" about medical students' progress (point–counterpoint)
the case for longitudinal, progressive, and shared assessment, 800
information on struggling students should not be shared among clerkship directors or with students' current teachers, 801
more information will enable better policy, 802
impact of Executive Leadership in Academic Medicine program for women, 488
impact of facilitation of small-group discussions of psychosocial topics in medicine on faculty growth and development, 976
minority faculty voices on diversity in academic medicine, 781
observing clinicians' teaching practices to build model of clinical instruction, 761
Performance-Based Incentive Compensation for, 76
policies for relationship between industry and clinicians, 882
qualities of a good clinical teacher in medicine, 452
spiritual and religious identities, beliefs, and practices of academic pediatricians, 1146
Family medicine
addressing health needs of the underserved: national faculty development program, 1094
assessment of international medical graduates and their integration into family practice, 309
case for a single primary care specialty in U.S. (perspective), 425
education in Argentina (letter), 1124
education in Brazil, 684
integrated evidence-based medicine curriculum for family medicine residency at the University of Alberta, 581
legacy of Title VII in academic family medicine, 1030
Fellowship training, role of Title VII funding in academic pediatrics fellowships and leadership, 1103
Financial issues
economic and social effects of academic clinical partnerships, 535
funding diversity programs of the Title VII health professions training grants (commentary), 999
physical and economic laws disregarded in health care and medical education, 1140
reducing deficits, increasing surpluses in medical schools (letter), 997
supporting academic mission in era of constrained resources at University of Arizona College of Medicine, 837
Foreign medical students. *See* International medical education
From the Editor. *See* Editorials

G

Gender issues
impact of Executive Leadership in Academic Medicine program for women, 488
multilevel analysis of examinee gender and USMLE Step 1 performance, October Suppl S58
Genetics objective structured clinical exams, at Maimonides Infants & Children's Hospital, 1088
Geriatrics, transforming chronic care for older persons (perspective), 627
Ghent University, interdisciplinary community diagnosis experience in undergraduate medical curriculum, 675
Global health initiatives
Academic Alliance for AIDS Care and Prevention in Africa, 180
Boston University–Lesotho connection, 142
in Canadian medical education, 192
Emory Global Health Institute, 128
ethical issues and global health (letter), 997
Global Health Sciences at University of California, San Francisco, 173
importance in a smaller world (editorial), 115
involvement abroad of U.S. academic health centers and teaching hospitals, 541
involvement of academic health centers abroad (letter), 1123
Johns Hopkins Center for Global Health, 134
at McGill University Faculty of Medicine, 185
medical education partnership between Duke University and National University of Singapore, 122
Mount Sinai Global Health Center, 924
standardized patients for HIV/AIDS training in resource-poor settings, 1204
trends in globalization of health care, 117
University of Virginia Center for Global Health, 165
University of Wisconsin–Madison Center for Global Health, 148
Vanderbilt Institute for Global Health, 154
Gold Foundation Essays, 1168, 1170, 1172
Graduate medical education
role of Title VII funding in academic pediatrics fellowships and leadership, 1103
validity evidence for OSCE to assess competency in Systems-Based Practice and Practice-Based Learning and improvement, 775

H

Harvard Medical School
comprehensive strategic plan for medical education at an academic medical center, 550
successful response to fragmentation of third-year medical student clerkship experience, 467
teaching population health as basic science at, 332

Health care professionals. *See also* Nurses; Physician assistants; Physicians
conceptual framework for interprofessional and co-managed care, 929
interprofessional communication and medical error, October Suppl S76
interprofessional education: strategic roles of the academy, 934
Health care reform, prospective health care
need for broader perspective (point-counterpoint), 705
role of academic medicine, 707
transforming health care through (point-counterpoint), 706
History
of federal assistance for health professions training in primary care medicine and dentistry, 1004
"How to Fix the Premedical Curriculum" revisited (perspective), 1158
schism between medical and public health education, 1153
should we amputate medical history? (perspective), 1162
HIV/AIDS
Academic Alliance for AIDS Care and Prevention in Africa, 180
standardized patients for HIV/AIDS training in resource-poor settings, 1204
Hospitals
collaborative governance of multiinstitutional graduate medical education at McGaw Medical Center of Northwestern University, 568
hospital health policy education at University of New Mexico, 352
involvement abroad of U.S. academic health centers and teaching hospitals, 541
parental responses to involvement in rounds on a pediatric inpatient unit at a teaching hospital, 292
Stanford University School of Medicine and its teaching hospitals, 867
Humanism
Arnold P. Gold Foundation Humanism in Medicine essays, 1168, 1170, 1172
professionalism and, 715
successful integration of EBM and humanism in clinical encounter (viewpoint), 268
Humility
Molten Humility, 659
on outcomes and humility (commentary), 625

I

Illness narratives, conceptual framework for use in medical education, 653
Infectious disease
Academic Alliance for AIDS Care and Prevention in Africa, 180
global health programs for (*See* Global health initiatives)
standardized patients for HIV/AIDS training in resource-poor settings, 1204
Innovations, toward better descriptions of (editorial), 703
Institutional issues
advancing institutional efforts to support research mentorship, 217
challenge for excellence at the University of Louisville, 560
comprehensive strategic plan for medical education at an academic medical center, 550
current issues facing academic surgery departments, 66
economic and social effects of academic clinical partnerships, 535
institutional context of multicultural education, 646
involvement abroad of U.S. academic health centers and teaching hospitals, 541
space management model for facilitating programmatic research, 207
Institutional Review Boards, clinician educators' experiences with, 590
Internal medicine
case for a single primary care specialty in U.S. (perspective), 425
clinician educators' experiences with Institutional Review Boards, 590
community-based social medicine curriculum, 14
effect of resident involvement on physician productivity, 670
experiential learning of systems-based practice for first-year residents, 916
impact of increasing medical school class size on clinical clerkships, 433
internal medicine training in the 21st century, 910
medical school policies regarding struggling students during internal medicine clerkships, 876
Osler in a brave new world (commentary), 897
training internists for practice focused on meeting patient needs (commentary), 893
when students should learn essential physical examination skills, 96
International medical education
assessment and integration of international medical graduates into family practice, 309
enhancing evaluation in an undergraduate medical education program, 787
family medicine education in Argentina (letter), 1124
family medicine education in Brazil, 684
integrated program of teaching, developing, and assessing professionalism among medical students, 733
interdisciplinary community diagnosis experience in undergraduate medical curriculum at Ghent University, 675
international exchange programs and U.S. medical schools, October Suppl S53
medical education in the Caribbean: variability in medical school programs and student performance, October Suppl S33
national clearinghouse on programs for, 305
three pathways to physician career, 1125
Interprofessional issues
conceptual framework for interprofessional and co-managed care, 929
interprofessional communication and medical error, October Suppl S76
interprofessional education: strategic roles of the academy, 934
Interviewing, moving students beyond an organ-based approach when teaching physical examination skills and (perspective), 906

J

Jefferson Medical College, cover note, 199
Johns Hopkins Bloomberg School of Public Health, residency training in emergency preparedness, 298
Johns Hopkins Center for Global Health, 134

K

Knowledge
concept mapping in assessment of knowledge structure, 1196
measurement by senior summative OSCEs of advanced knowledge, skills, and attitudes, 1191
New York City fourth-year medical students' knowledge of tobacco cessation and treatment for nicotine addiction, 982

L

Leadership
- burnout in medical school deans, 476
- five-year program in leadership for medical undergraduates, 52 (correction, 264)
- impact of Executive Leadership in Academic Medicine program for women, 488
- leadership and teamwork drive culture and performance change at Ohio State University Medical Center, 845
- qualities of medical school deans, 483
- role of Title VII funding in academic pediatrics fellowships and leadership, 1103
- selecting physician leaders for clinical service lines, 226

Learning
- changes in learning environment and subsequent Step 1 scores of academically at-risk students, October Suppl S49
- improving bedside teaching, 257
- live lecture *vs.* video-recorded lecture, 1174
- self-assessment as measure of learning, October Suppl S86
- subspecialty clinical learning in early medical education (perspective), 438
- translating Dreyfus developmental model to learning of clinical skills, 761

Legislation, history of federal assistance for health professions training in primary care medicine and dentistry, 1004

Lesotho–Boston University connection, 142

Letters to the Editor
- Evidence-based medicine, 996 (reply, 996)
- Fostering professionalism, 997
- Ethical issues and global health, 997
- Deficits, surpluses in medical schools, 998
- Premedical education, 1121 (replies, 1122)
- Correlation vs. causation, 1123 (reply, 1123)
- AHCs abroad, 1123 (reply, 1123)
- Family medicine education, Argentina, 1124

Liaison Committee on Medical Education, assuring integrity of medical school admission decisions (editorial), 623

M

Maimonides Infants & Children's Hospital (Brooklyn, NY), genetics objective structured clinical exams at, 1088

Marshall University Joan C. Edwards School of Medicine, cover note, 265

Masters of public health program, for medical students, 365

Mayo Medical School, publications and presentations resulting from required research by students, 1976–2003, 604

McGill University Faculty of Medicine, global health programs, 185

Medicaid, preparing medical students to care for populations who are publicly insured, 632

Medical education
- CDC perspective on physician education, 399
- competency-based (perspective), 1132
- comprehensive medical education program response to rural primary care needs, 952
- comprehensive strategic plan for medical education at an academic medical center, 550
- concept mapping in assessment of knowledge structure, 1196
- conceptual framework for use of illness narratives in, 653
- Dartmouth–Hitchcock Leadership Preventive Medicine residency program for population health care improvement, 390
- enhancement strategy for integration of population health into medical school education, 345
- enhancing evaluation in an undergraduate medical education program, 787
- evaluating Title VII investments in primary care training (commentary), 1002
- evaluation of tobacco cessation training program for third-year medical students, October Suppl S25
- evidence-based public health education as preparation for medical school, 321
- excellence in physician assistant training through faculty development, 1107
- factors determining medical students' and residents' satisfaction during VA-based training, 611
- fourth-year colleges improve access to career mentoring and satisfaction, 754
- global health in (*See* Global health initiatives)
- humanism, professionalism and, 715
- impact of increasing medical school class size on clinical clerkships, 433
- impact on medical students' perceptions of the poor (perspective), 639
- institutional context of multicultural education, 646
- integrating collaborative population health projects into medical student curriculum at Stanford, 338
- legislative history of federal assistance for health professions training in primary care medicine and dentistry, 1004
- MD–MPH program at University of North Carolina at Chapel Hill, 371
- medical education in the Caribbean, October Suppl S33
- model to begin to use clinical outcomes in, 574
- moving students beyond an organ-based approach when teaching medical interviewing and physical examination skills (perspective), 906
- national clearinghouse on international medical education programs, 305
- observing clinicians' teaching practices to build model of clinical instruction, 761
- one-year masters of public health program for medical students, 365
- partnership between Duke University and National University of Singapore, 122
- patients' perspectives on physicians' roles: implications for curricular reform, 744
- physical and economic laws disregarded in health care and, 1140
- population health education for physicians (editorial), 319
- population medicine in curricular revision at Case Western Reserve, 327
- preparing medical students to care for populations who are publicly insured, 632
- professional culture of medicine as framework for teaching cultural competence, 106
- qualities of a good clinical teacher in medicine, 452
- relationship between performance on a medical school's clinical skills assessment and USMLE Step 2 CS, October Suppl S37
- required fourth-year clerkship in community health at University of Rochester, 357
- residency program in social medicine at Montefiore Medical Center, 378
- schism between medical and public

health education, 1153
self-assessment as measure of learning, October Suppl S86
sharpening the eye of the OSCE with critical action analysis, 900
should we amputate medical history? (perspective), 1162
significance of elapsed time between teaching and evaluation, October Suppl S29
subspecialty clinical learning in early medical education (perspective), 438
successful response to fragmentation of third-year medical student clerkship experience, 467
teaching public health to medical students in Canada, 414
teaching senior medical students how to integrate basic science and clinical medicine, 662
three pathways to physician career, 1125
Title VII and development and promotion of national initiatives in training primary care clinicians, 1021
Title VII innovations in American medical and dental education, 1015
transition courses to prepare medical students for clerkships, 444
transitioning away from a health information technology-rich training environment, 1179
unintended consequences of training residents in dysfunctional outpatient settings (perspective), 498
validity and reliability of methods for evaluation of continuing medical education, 274
why we need to restore primary care generalist training as centerpiece of federal policy (editorial), 993

Medical errors
attitudes about disclosure to patients, 250
interprofessional communication and, October Suppl S76

Medical interviewing, moving students beyond an organ-based approach when teaching medical interviewing and physical examination skills (perspective), 906

Medical school admission
assessing students for, October Suppl S105
assuring integrity of admission decisions (editorial), 623
Post-Baccalaureate Premedical Certification Program at the University of North Texas Health Science Center, 45
three pathways to physician career, 1125

Medical School Performance Evaluations (MSPEs), professionalism in clerkships: analysis of MSPE commentary, October Suppl S1

Medical schools. *See also* Academic health centers; *specific medical schools*
burnout in medical school deans, 476
current issues facing academic surgery departments, 66
does consistent application of criteria for faculty promotion lead to fair decisions? (editorial), 891
educational realities of increasing medical school class size, October Suppl S101
international exchange programs and U.S. medical schools, October Suppl S53
medical education in the Caribbean: variability in medical school programs and student performance, October Suppl S33
organizational models of educational technology in U.S. and Canadian medical schools, 691
policies regarding struggling students during internal medicine clerkships, 876
programs to increase rural physician supply, 235
qualities of medical school deans, 483
reducing deficits, increasing surpluses in medical schools (letter), 997

Medical students
American Medical Student Association's contributions to advancing primary care, 1057
assessing students for medical school admissions, October Suppl S105
attitudes about disclosure of medical errors to patients, 250
attitudes about live lecture *vs.* video-recorded lecture, 1174
changes in learning environment and subsequent Step 1 scores of academically at-risk students, October Suppl S49
cross-sectional assessment of medical and nursing students' attitudes toward chronic illness at matriculation and graduation, October Suppl S93
evaluation of tobacco cessation training program for third-year medical students, October Suppl S25
factors determining medical students' and residents' satisfaction during VA-based training, 611
five-year program in leadership for medical undergraduates, 52 (correction, 264)
"forward feeding" about students' progress (point–counterpoint) the case for longitudinal, progressive, and shared assessment, 800
information on struggling students should not be shared among clerkship directors or with students' current teachers, 801
more information will enable better policy, 802
Gold Foundation Essay winners, 1168, 1170, 1172
hardening of the heart during medical school, 244
improving bedside teaching of, 257
instrument to measure climate of professionalism in clinical teaching environment, October Suppl S5
integrated program of teaching, developing, and assessing professionalism among, 733
MD–MPH program at University of North Carolina at Chapel Hill for, 371
medical education in the Caribbean: variability in medical school programs and student performance, October Suppl S33
medical school policies regarding struggling students during internal medicine clerkships, 876
Medical Student Performance Evaluations in 2005, 284
New York City fourth-year medical students' knowledge of tobacco cessation and treatment for nicotine addiction, 982
one-year masters of public health program for, 365
perceptions of the poor (perspective), 639
perspectives on integration of biopsychosocial model, 20
point-of-care assessment of medical trainee competence for independent clinical work, October Suppl S89
Poverty in Healthcare curriculum at University of Michigan Medical School, 5
preparation for care of populations who are publicly insured, 632
procedural and interpretive skills of fourth-year medical students, October Suppl S63
professionalism in clerkships: analysis of MSPE commentary, October Suppl S1
professionalism research through the eyes of a medical student, October Suppl S111

retention of basic medical science information by senior medical students, October Suppl S82
teaching public health to medical students in Canada, 414
teaching senior medical students how to integrate basic science and clinical medicine, 662
when students should learn essential physical examination skills, 96

Medicine and the Arts (column)
Brain Damage, 742, 743 (commentary)
El Niño Enfermo, 200, 201 (commentary)
Fitful Tango, 950, 951 (commentary)
The Grapes of Wrath, 266, 267 (commentary)
The Guest House, 588, 589 (commentary)
heroic treatment, 1166, 1167 (commentary)
Pesta on the Stairs, 74, 75 (commentary)
Saint Ralph, 1112, 1113 (commentary)
Synesthesia: are you listening?, 660, 661 (commentary)
Visitation, 496, 497(commentary)
What the Doctor Said, 420, 421 (commentary)
Wounds to Heal, 874, 875 (commentary)

Memorial Sloan Kettering Cancer Center, communication skills training, 37

Mentoring
advancing institutional efforts to support research mentorship, 217
fourth-year colleges improve access to career mentoring and satisfaction, 754

Mercy Catholic Medical Center (Philadelphia), experiential learning of systems-based practice for first-year residents, 916

Michigan State University College of Human Medicine, preparing medical students to care for populations who are publicly insured, 632

Mind–body therapies, integration of biopsychosocial model, 20

Molten Humility, 659
cover art (July)

Montefiore Medical Center, residency program in social medicine at, 378

Mount Sinai School of Medicine, multidisciplinary global health residency track, 924

N

National Institutes of Health (NIH)
bioethics and (commentary), 529
NIH-funded research ethics training program, 596
research resource investments at the University of Louisville from 1996–2006, 560

National University of Singapore, medical education partnership with Duke University, 122

New York University School of Medicine, two decades of Title VII support of a primary care residency, 1064

Nicotine addiction
evaluation of tobacco cessation training program for third-year medical students, October Suppl S25
New York City fourth-year medical students' knowledge of tobacco cessation and treatment for, 982

Northwestern University McGaw Medical Center, collaborative governance of multiinstitutional graduate medical education, 568

Nurses, cross-sectional assessment of medical and nursing students' attitudes toward chronic illness at matriculation and graduation, October Suppl S93

O

Objective structured clinical examination (OSCE)
genetics exams at Maimonides Infants & Children's Hospital, 1088
measurement by senior summative OSCEs of advanced knowledge, skills, and attitudes, 1191
sharpening the eye of the OSCE with critical action analysis, 900

Ohio State University College of Medicine
behavioral science education at, 28
leadership and teamwork drive culture and performance change, 845

Oregon Health and Science University, community-based social medicine curriculum, 14

Osteopathic medicine
impact of Title VII funding at University of New England College of Osteopathic Medicine, 1060
three pathways to physician career, 1125

P

Parents, responses to involvement in rounds on a pediatric inpatient unit at a teaching hospital, 292

Patient simulators, fostering biomedical literacy among America's youth, 521

Pedagogy
qualities of a good clinical teacher in medicine, 452
successful response to fragmentation of third-year medical student clerkship experience, 467

Pediatric dentistry, impact of Title VII on general and pediatric dental education and training, 1039

Pediatrics
case for a single primary care specialty in U.S. (perspective), 425
parental responses to involvement in rounds on a pediatric inpatient unit at a teaching hospital, 292
role of Title VII funding in academic pediatrics fellowships and leadership, 1103
spiritual and religious identities, beliefs, and practices of academic pediatricians, 1146

Performance
comparison of alternative item weighting strategies on data gathering component of clinical skills performance assessment, October Suppl S72
faculty performance evaluation in accredited U.S. public health graduate schools and programs, 962
impact of structured skills laboratory curriculum on surgery residents' intraoperative decision-making and technical skills, October Suppl S68
leadership and teamwork drive culture and performance change at Ohio State University Medical Center, 845
medical education in the Caribbean: variability in medical school programs and student performance, October Suppl S33
Medical Student Performance Evaluations in 2005, 284
multilevel analysis of examinee gender and USMLE Step 1 performance, October Suppl S58
performance-based incentive compensation plans, 76
procedural and interpretive skills of fourth-year medical students, October Suppl S63
setting standards for performance tests, October Suppl S13

Personalized medicine, prospective health care
need for broader perspective (point-counterpoint), 705
role of academic medicine, 707
transforming health care through (point-counterpoint), 706

Philosophy
physical and economic laws disregarded in health care and medical education, 1140
toward a sound philosophy of premedical education (editorial), 423

Physical examination
moving students beyond an organ-based approach when teaching medical interviewing and physical examination skills (perspective), 906
when students should learn essential skills for, 96
Physician assistants
excellence in training through faculty development, 1107
Title VII support, 1049
Physician–patient relationship
hardening of the heart during medical school, 244
impact of judge selection on standard setting for patient survey of physician communication skills, October Suppl S17
successful integration of EBM and humanism in clinical encounter (viewpoint), 268
Physicians
assessment of international medical graduates and their integration into family practice, 309
centralized oversight of physician–scientist faculty development at Vanderbilt, 969
communication skills training for, 37
effect of resident involvement on physician productivity, 670
impact of judge selection on standard setting for patient survey of physician communication skills, October Suppl S17
impact of marketing different course titles on enrollment for online classes, 1187
influence of physicians' demographic characteristics and their patients' demographic characteristics on physician practice, 101
medical school programs to increase rural physician supply, 235
patients' perspectives on physicians' roles: implications for curricular reform, 744
perceived difficulty of cases and diagnostic reasoning, 1210
population health education for (editorial), 319
professional culture of medicine as framework for teaching cultural competence, 106
selecting physician leaders for clinical service lines, 226
spiritual and religious identities, beliefs, and practices of academic pediatricians, 1146
systems-informed mental model, moral imagination and professionalism, 723
three pathways to physician career, 1125
Point–Counterpoints
Transforming health care through prospective medicine, 705, 706
"Forward feeding" about students' progress, 800, 801, 802
Policy issues
"forward feeding" about medical students' progress (point–counterpoint), more information will enable better policy, 802
hospital health policy education at University of New Mexico, 352
why we need to restore primary care generalist training as centerpiece of federal policy (editorial), 993
Ponce School of Medicine, Puerto Rico, cover note, 13
Population health education
as basic science at Harvard Medical School, 332
CDC perspective on physician education, 399
in curricular revision at Case Western Reserve, 327
Dartmouth–Hitchcock Leadership Preventive Medicine residency program for, 390
Duke's experience with community engagement, 408
enhancement strategy for integration into medical school education, 345
evidence-based public health education as preparation for medical school, 321
hospital health policy education at University of New Mexico, 352
integrating collaborative population health projects into medical student curriculum at Stanford, 338
MD–MPH program at University of North Carolina at Chapel Hill, 371
one-year masters of public health program for medical students, 365
for physicians (editorial), 319
required fourth-year clerkship in community health at University of Rochester, 357
residency program in social medicine at Montefiore Medical Center, 378
teaching public health to medical students in Canada, 414
Poverty
community-based social medicine curriculum, 14
medical students' perceptions of the poor (perspective), 639
Poverty in Healthcare curriculum for medical students at University of Michigan Medical School, 5
preparing medical students to care for populations who are publicly insured, 632
Premedical education
addressing medical school diversity through an undergraduate partnership at Texas A&M Health Science Center, 512
assessing students for medical school admissions, October Suppl S105 (editorial), 423
factors associated with early decline in interest in premedical studies among underrepresented minority undergraduate students, 503
fostering biomedical literacy among America's youth, 521
history of criticism of (perspective), 516
"How to Fix the Premedical Curriculum" revisited (perspective), 1158 (letters), 1121
toward a sound philosophy of (editorial), 423
Primary care
addressing health needs of the underserved: national faculty development program, 1094
American Medical Student Association's contributions to advancing primary care, 1057
assessment and integration of international medical graduates into family practice, 309
case for a single primary care specialty in U.S. (perspective), 425
comprehensive medical education program response to rural primary care needs, 952
cultural competency and Title VII funded residency programs, 1071
evaluating Title VII investments in primary care training (commentary), 1002
excellence in physician assistant training through faculty development, 1107
family medicine education in Argentina (letter), 1124
family medicine education in Brazil, 684
impact of Title VII funding at University of New England College of Osteopathic Medicine, 1060
legacy of Title VII in academic family medicine, 1030
legislative history of federal assistance for health professions training in primary care medicine and dentistry, 1004
physician assistants and Title VII support, 1049
Title VII and development and promotion of national initiatives in training primary care clinicians, 1021

two decades of Title VII support of a primary care residency, 1064
unintended consequences of training residents in dysfunctional outpatient settings (perspective), 498
why we need to restore primary care generalist training as centerpiece of federal policy (editorial), 993
Problem solving, toward better descriptions of innovations, 703
Procedural skills. *See also* Clinical skills
impact of structured skills laboratory curriculum on surgery residents' intraoperative decision-making and technical skills, October Suppl S68
procedural and interpretive skills of fourth-year medical students, October Suppl S63
Productivity
effect of resident involvement on physician productivity, 670
Performance-Based Incentive Compensation for faculty, 76
Professional development
addressing health needs of the underserved: national faculty development program, 1094
advancing institutional efforts to support research mentorship, 217
centralized oversight of physician–scientist faculty development at Vanderbilt, 969
impact of facilitation of small-group discussions of psychosocial topics in medicine on faculty growth and development, 976
Professionalism
collecting validity evidence for assessment of professionalism, October Suppl S9
humanism and, 715
instrument to measure climate of professionalism in clinical teaching environment, October Suppl S5
integrated program of teaching, developing, and assessing professionalism among medical students, 733
policies for relationship between industry and clinicians, 882
professional culture of medicine as framework for teaching cultural competence, 106
professionalism in clerkships: analysis of MSPE commentary, October Suppl S1
professionalism research through the eyes of a medical student, October Suppl S111
systems-informed mental model, moral imagination and, 723
"you shouldn't" *vs.* "you can't" to foster professionalism (letter), 997
Prospective health care
need for broader perspective (point-counterpoint), 705, 706
role of academic medicine, 707
transforming health care through (point-counterpoint), 706
Public health. *See also* Title VII Training in Primary Care Medicine and Dentistry grant program
CDC perspective on physician education, 399
Dartmouth–Hitchcock Leadership Preventive Medicine residency program for population health care improvement, 390
Duke's experience with community engagement, 408
enhancement strategy for integration of population health into medical school education, 345
evidence-based public health education as preparation for medical school, 321
faculty performance evaluation in accredited U.S. public health graduate schools and programs, 962
family medicine education in Brazil, 684
integrating collaborative population health projects into medical student curriculum at Stanford, 338
MD–MPH program at University of North Carolina at Chapel Hill, 371
one-year masters of public health program for medical students, 365
population health education for physicians (editorial), 319
population medicine in curricular revision at Case Western Reserve, 327
preparing medical students to care for populations who are publicly insured, 632
required fourth-year clerkship in community health at University of Rochester, 357
residency program in social medicine at Montefiore Medical Center, 378
residency training in emergency preparedness, 298
schism between medical and public health education, 1153
teaching population health as basic science at Harvard Medical School, 332
teaching to medical students in Canada, 414
transforming chronic care for older persons (perspective), 627
Publications, and presentations resulting from required research by students at Mayo Medical School, 1976–2003, 604

Q

Quality improvement
scientific method as framework for continuous quality improvement in academic medical research compliance units, 941
teaching safety and quality in residency training, 1080
transforming chronic care for older persons (perspective), 627
validity evidence for OSCE to assess competency in Systems-Based Practice and Practice-Based Learning and improvement, 775

R

Race/ethnicity
addressing medical school diversity through an undergraduate partnership at Texas A&M Health Science Center, 512
cultural competency and Title VII funded residency programs, 1071
funding diversity programs of the Title VII health professions training grants (commentary), 999
minority faculty voices on diversity in academic medicine, 781
Religion
a case for studying the relationship between religion and the practice of medicine (commentary), 1118
spiritual and religious identities, beliefs, and practices of academic pediatricians, 1146
Research
advancing institutional efforts to support research mentorship, 217
a case for studying the relationship between religion and the practice of medicine (commentary), 1118
centralized oversight of physician–scientist faculty development at Vanderbilt, 969
clinician educators' experiences with Institutional Review Boards, 590
correlation is not causation (letter), 1123
interprofessional communication and medical error, October Suppl S76
NIH-funded research ethics training program, 596
professionalism research through the eyes of a medical student, October Suppl S111
publications and presentations resulting from required research by students at Mayo Medical School, 1976–2003, 604

research resource investments at the University of Louisville from 1996–2006, 560
restoring trust through bioethics education? (commentary), 532
space management model for facilitating programmatic research, 207
transformation of research in health professions at University of South Carolina, 832

Research in Medical Education (RIME) 2008 Conference

assessing students for medical school admissions, October Suppl S105
changes in learning environment and subsequent Step 1 scores of academically at-risk students, October Suppl S49
collecting validity evidence for assessment of professionalism, October Suppl S9
comparison of alternative item weighting strategies on data gathering component of clinical skills performance assessment, October Suppl S72
contrast effects in USMLE Step 2 CS, October Suppl S45
cross-sectional assessment of medial and nursing students' attitudes toward chronic illness at matriculation and graduation, October Suppl S93
educational realities of increasing medical school class size, October Suppl S101
evaluation of tobacco cessation training program for third-year medical students, October Suppl S25
final comments from the moderator, October Suppl S115
forward, October Suppl Si
generalizability of documentation scores from USMLE Step 2 CS, October Suppl S41
impact of a structured skills laboratory curriculum on surgery residents' intraoperative decision-making and technical skills, October Suppl S68
impact of judge selection on standard setting for patient survey of physician communication skills, October Suppl S17
instrument to measure the climate of professionalism in a clinical teaching environment, October Suppl S5
international exchange programs and U.S. medical schools, October Suppl S53
interprofessional communication and medical error, October Suppl S76
measurement characteristics of content-parallel single-best-answer and extended-matching questions in relation to number and source of options, October Suppl S21
medical education in the Caribbean: variability in medical school programs and student performance, October Suppl S33
multilevel analysis of examinee gender and USMLE Step 1 performance, October Suppl S58
point-of-care assessment of medical trainee competence for independent clinical work, October Suppl S89
procedural and interpretive skills of fourth-year students, October Suppl S63
professionalism in clerkships: analysis of MSPE commentary, October Suppl S1
professionalism research through the eyes of a medical student, October Suppl S111
relationship between performance on a medical school's clinical skills assessment and USMLE Step 2 CS, October Suppl S37
residents' perceptions of in-training evaluation process, October Suppl S97
retention of basic science information by senior medical students, October Suppl S82
seeing the sights of RIME: resident as academic tourist, October Suppl S113
self-assessment as a measure of learning, October Suppl S86
setting standards for performance tests, October Suppl S13
significance of elapsed time between teaching and evaluation, October Suppl S29

Residency training

attitudes of trainees about disclosure of medical errors to patients, 250
CDC perspective on physician education, 399
collaborative governance of multiinstitutional graduate medical education at McGaw Medical Center of Northwestern University, 568
community-based social medicine curriculum, 14
concept mapping in assessment of knowledge structure, 1196
cultural competency and Title VII funded residency programs, 1071
Dartmouth–Hitchcock Leadership Preventive Medicine residency program for population health care improvement, 390
effect of resident involvement on physician productivity, 670
in emergency preparedness, 298
experiential learning of systems-based practice for first-year residents, 916
factors determining medical students' and residents' satisfaction during VA-based training, 611
genetics objective structured clinical exams at the Maimonides Infants & Children's Hospital, 1088
impact of structured skills laboratory curriculum on surgery residents' intraoperative decision-making and technical skills, October Suppl S68
improving bedside teaching, 257
institutional context of multicultural education, 646
integrated evidence-based medicine curriculum for family medicine residency at the University of Alberta, 581
integration of biopsychosocial model, 20
internal medicine training in the 21st century, 910
international exchange programs and U.S. medical schools, October Suppl S53
model to begin to use clinical outcomes in medical education, 574
multidisciplinary global health residency track at Mount Sinai School of Medicine, 924
Osler in a brave new world (commentary), 897
parental responses to involvement in rounds on a pediatric inpatient unit at a teaching hospital, 292
residency program in social medicine at Montefiore Medical Center, 378
residents'' perceptions of in-training evaluation process, October Suppl S97
seeing the sights of RIME: resident as academic tourist, October Suppl S113
teaching safety and quality in, 1080
training internists for practice focused on meeting patient needs (commentary), 893
translating Dreyfus developmental model to learning of clinical skills, 761
two decades of Title VII support of a primary care residency, 1064
unintended consequences of training residents in dysfunctional

outpatient settings (perspective), 498
Rural health
comprehensive medical education program response to rural primary care needs, 952
medical school programs to increase rural physical supply, 235
Rush University Medical Center, effect of resident involvement on physician productivity, 670

S

Saint Louis University, NIH-funded research ethics training program, 596
Simulation training. *See also* standardized patients
fostering biomedical literacy among America's youth, 521
Smoking
evaluation of tobacco cessation training program for third-year medical students, October Suppl S25
New York City fourth-year medical students' knowledge of tobacco cessation and treatment for nicotine addiction, 982
Sociodemographic factors
community-based social medicine curriculum, 14
influence of physicians' demographic characteristics and their patients' demographic characteristics on physician practice, 101
integration of biopsychosocial model, 20
medical students' perceptions of the poor (perspective), 639
Poverty in Healthcare curriculum for medical students at University of Michigan Medical School, 5
preparing medical students to care for populations who are publicly insured, 632
Spirituality
a case for studying the relationship between religion and the practice of medicine (commentary), 1118
spiritual and religious identities, beliefs, and practices of academic pediatricians, 1146
Standard setting
impact of judge selection on standard setting for patient survey of physician communication skills, October Suppl S17
measurement characteristics of content-parallel single-best-answer and extended-matching questions in relation to number and source of options, October Suppl S21
setting standards for performance tests, October Suppl S13
Standardized patients. *See also* simulation training
for HIV/AIDS training in resource-poor settings, 1204
Stanford University School of Medicine
integrating collaborative population health projects into medical student curriculum at, 338
and its teaching hospitals, 867
Students. *See* medical students
Subspecialization
internal medicine training in the 21st century, 910
subspecialty clinical learning in early medical education (perspective), 438
training internists for practice focused on meeting patient needs (commentary), 893
Supplements. *See* Research in Medical Education (RIME) 2008 Conference
SUNY Upstate Medical University, cover note, 531
Surgery
current issues facing academic surgery departments, 66
impact of structured skills laboratory curriculum on surgery residents' intraoperative decision-making and technical skills, October Suppl S68
Systems-based practice, experiential learning for first-year residents, 916

T

Teaching
improving bedside teaching, 257
instrument to measure climate of professionalism in clinical teaching environment, October Suppl S5
integrated program of teaching, developing, and assessing professionalism among medical students, 733
live lecture *vs.* video-recorded lecture, 1174
observing clinicians' teaching practices to build model of clinical instruction, 761
professional culture of medicine as framework for teaching cultural competence, 106
qualities of a good clinical teacher in medicine, 452
significance of elapsed time between teaching and evaluation, October Suppl S29
successful response to fragmentation of third-year medical student clerkship experience, 467
translating Dreyfus developmental model to learning of clinical skills, 761
Teaching and Learning Moments (column), 73, 153, 256, 273, 326, 389, 418, 520, 534, 540, 567, 652, 659, 683, 722, 732, 753, 826, 873, 949, 961, 989, 1087, 1111, 1152, 1164, 1165
Teamwork
conceptual framework for interprofessional and co-managed care, 929
interprofessional education: strategic roles of the academy, 934
Technology
impact of marketing different course titles on enrollment for online classes, 1187
live lecture *vs.* video-recorded lecture, 1174
organizational models of educational technology in U.S. and Canadian medical schools, 691
transitioning away from a health information technology-rich training environment, 1179
Texas A&M Health Science Center, addressing medical school diversity through an undergraduate partnership at, 512
Title VII Training in Primary Care Medicine and Dentistry grant program
addressing health needs of the underserved: national faculty development program, 1094
American Medical Student Association's contributions to advancing primary care, 1057
cultural competency and Title VII funded residency programs, 1071
development and promotion of national initiatives in training primary care clinicians, 1021
evaluating Title VII investments in primary care training (commentary), 1002
excellence in physician assistant training through faculty development, 1107
funding diversity programs of (commentary), 999
genetics objective structured clinical exams at the Maimonides Infants & Children's Hospital, 1088
glossary of federal and Title VII-related acronyms, 1110
impact of Title VII funding at University of New England College of Osteopathic Medicine, 1060
impact on general and pediatric dental education and training, 1039
innovations in American medical and dental education, 1015

legacy of Title VII in academic family medicine, 1030
legislative history of federal assistance for health professions training in primary care medicine and dentistry, 1004
physician assistants and Title VII support, 1049
role of Title VII funding in academic pediatrics fellowships and leadership, 1103
teaching safety and quality in residency training, 1080
two decades of Title VII support of a primary care residency, 1064
understanding Title VII, 1114
why we need to restore primary care generalist training as centerpiece of federal policy (editorial), 993

Tobacco use
evaluation of tobacco cessation training program for third-year medical students, October Suppl S25
New York City fourth-year medical students' knowledge of tobacco cessation and treatment for nicotine addiction, 982

U

United States Medical Licensing Examination (USMLE) Step 1 Examination
changes in learning environment and subsequent Step 1 scores of academically at-risk students, October Suppl S49
multilevel analysis of examinee gender and USMLE Step 1 performance, October Suppl S58

United States Medical Licensing Examination (USMLE) Step 2 Clinical Skills Examination
comparison of alternative item weighting strategies on data gathering component of clinical skills performance assessment, October Suppl S72
contrast effects in, October Suppl S45
generalizability of documentation scores from USMLE Step 2 CS, October Suppl S41
measurement characteristics of content-parallel single-best-answer and extended-matching questions in relation to number and source of options, October Suppl S21
relationship between performance on a medical school's clinical skills assessment and USMLE Step 2 CS, October Suppl S37

University of Alberta (Canada), integrated evidence-based medicine curriculum for family medicine residency at, 581

University of Arizona College of Medicine
space management model for facilitating programmatic research, 207
supporting academic mission in era of constrained resources, 837

University of Arkansas for Medical Sciences College of Medicine
cover note, 419
Performance-Based Incentive Compensation for faculty, 76

University of California, Los Angeles, fourth-year colleges improve access to career mentoring and satisfaction, 754

University of California, San Diego, addressing health needs of the underserved: national faculty development program, 1094

University of California, San Francisco
Global Health Sciences at, 173
minority faculty voices on diversity in academic medicine, 781

University of California–Davis Health System, linking academic and clinical missions, 809

University of Chicago, evidence-based appointment and promotion of academic faculty, 85

University of Colorado Denver, path forward for, 855

University of Florida Health Science Center, evolving organizational structure, 804

University of Illinois, comprehensive medical education program response to rural primary care needs, 952

University of Louisville, challenge for excellence at, 560

University of Michigan Medical School
impact of facilitation of small-group discussions of psychosocial topics in medicine on faculty growth and development, 976
Poverty in Healthcare curriculum for medical students, 5

University of New England College of Osteopathic Medicine, impact of Title VII funding at, 1060

University of New Mexico Health Sciences Center
hospital health policy education, 352
scientific method as framework for continuous quality improvement in academic medical research compliance units, 941

University of New South Wales (Australia), enhancing evaluation in an undergraduate medical education program, 787

University of North Carolina at Chapel Hill, MD–MPH program at, 371

University of North Texas Health Science Center, Post-Baccalaureate Premedical Certification Program, 45

University of Pennsylvania Health System, changing relationships with its university, 861

University of Pittsburgh School of Medicine
relationship between University of Pittsburgh Medical Center and, 816
teaching senior medical students how to integrate basic science and clinical medicine, 662

University of Queensland (Australia), integrated program of teaching, developing, and assessing professionalism among medical students, 733

University of Rochester School of Medicine and Dentistry, required fourth-year clerkship in community health at, 357

University of South Carolina, transformation of research in health professions, 832

University of Virginia School of Medicine
Center for Global Health, 165
sharpening the eye of the OSCE with critical action analysis, 900
teaching safety and quality in residency training, 1080

University of Wisconsin–Madison, Center for Global Health, 148

V

Vanderbilt University School of Medicine
centralized oversight of physician–scientist faculty development, 969
Institute for Global Health, 154
transitioning away from a health information technology-rich training environment, 1179

Veterans Affairs (VA) training, factors determining medical students' and residents' satisfaction during, 611

W

White coat ceremony, humanism, professionalism and medical education, 715

Women
impact of Executive Leadership in Academic Medicine program for women, 488

multilevel analysis of examinee gender and USMLE Step 1 performance, October Suppl S58
Workforce issues
addressing medical school diversity through an undergraduate partnership at Texas A&M Health Science Center, 512
assessment of international medical graduates and their integration into family practice, 309
educational realities of increasing medical school class size, October Suppl S101
factors associated with early decline in interest in premedical studies among underrepresented minority undergraduate students, 503
medical school programs to increase rural physician supply, 235
national clearinghouse on international medical education programs, 305
unintended consequences of training residents in dysfunctional outpatient settings (perspective), 498
Wright State University Boonshoft School of Medicine, five-year program in leadership for medical undergraduates, 52 (correction, 264)